

St. Helen's Church of England School

SEND Information Report 2020/21

Kinds of Special Educational Needs and Disabilities in our school

Our school currently provides additional and / or different provision for a range of needs including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia,,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, dyspraxia, epilepsy

The SENDco, teacher and teaching assistants provide support for all pupils across the four areas of need as laid out in the SEND Code of Practice 2014

Identifying pupils with SEND and addressing their needs

We will assess each pupil's current skills and levels of attainment settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Arrangements for assessing and reviewing pupils' progress throughout the year

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

Transition is extensive for pupils arriving at our school. The SENDCo works closely with pre-school providers and parents to identify needs and put plans in place for their move into our school at four years old.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of SEND. High quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Provision may also include:

- Small group interventions;
- Guided sessions within class with the teacher and teaching assistants;
- Personalised provision through resources and adapted activities;
- Nurture support or counselling to identify barriers to learning.

How adaptations are made to the curriculum and environment to support SEND pupils and to provide additional support for learning

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adaptations to the environment and curriculum:

- Children work in mixed ability groups;
- A wide range of resources are accessible to children;
- Independent learning is scaffolded / differentiated;
- Texts are chosen to ensure appropriateness for the learners;
- Teaching assistants support learners when necessary;
- Activities and resources are differentiated;
- ICT is used where there may be an additional need;
- Displays may be adapted for visual impairments;
- Additional equipment is used such as sound-field systems to promote and encourage good listening skills;

- Physical adaptations such as wheelchairs and writing aids or iPADS for our physically impaired pupils.

Securing equipment and facilities

Equipment needs are identified through careful monitoring and assessment of a child in the Early Years.

Sometimes an EHCP is applied for. This can secure additional funds for pupils. This can help deliver additional resources for a pupil. This will be monitored annually by the SENDCo.

Some disabled pupils have access to additional resources such as Soundfield systems, IT equipment or physical aids. Health agencies provide some equipment dependent on needs.

Applications are made to MAT finance team to purchase additional equipment. E2 SEN funds in school budgets can be used to purchase additional equipment.

Some pupil premium pupils have additional funds which can be used effectively to support learning or enrichment.

Children in Care funds are closely monitored in the Termly PEP which can also identify additional needs. There are additional funds which Virtual school provide for Children in Care with additional Special Needs.

Evaluating the effectiveness of SEN provision

- Equipment needs are identified through careful monitoring and assessment of a child in the Early Years.
- Sometimes an EHCP is applied for. This can secure additional funds for pupils. This can help deliver additional resources for a pupil. This will be monitored annually by the SENDCo.
- Some disabled pupils have access to additional resources such as Soundfield systems, IT equipment or physical aids. Health agencies provide some equipment dependent on needs.
- Applications are made to MAT finance team to purchase additional equipment. E2 SEN funds in school budgets can be used to purchase additional equipment.
- Some pupil premium pupils have additional funds which can be used effectively to support learning or enrichment.
- Children in Care funds are closely monitored in the Termly PEP which can also identify additional needs. There are additional funds which Virtual school provide for Children in Care with additional Special Needs.

Support that is available for improving the social, emotional and mental health of pupils with SEND

The mental health of the children in our school is of the utmost importance; it is imperative that they are happy, confident, self-aware and comfortable in their surroundings in order to learn effectively and reach their potential.

Pupils are supported by:

- Being involved in many areas of the school community, such as the School Council;
- Termly questionnaires are completed with children with SEMH needs to ensure their happiness and well-being in school;
- CAMHS support for individual cases;
- Extra transition for identified pupils;
- School nurse supports many of our vulnerable families and children;
- Additional Nurture groups at lunchtime;
- Additional Outdoor Learning in Early Years provision;
- Early Help support as appropriate from CAMHS or School nurse also provides mental health support to children and families;
- Developing Attachment Based Mentoring for pupils. The principle is that behaviour is developed through relationships. Positive relationships then lead to a more positive mental health;
- Bereavement Counselling is offered to some pupils in school and referrals are made to FIG

(Families in Grief). Bereavement has affected many of our pupils over the last few years and teachers received bereavement training through Mental Health Team in 2018;

- Children of offenders are supported through school nurture support and CAMHS. If a parent is in prison the pupil needs significant support;
- Some pupils have had siblings in critical care. They have received additional mentoring and nurture support.

Advisory services accessed by our school

Where appropriate the support of advisory services and outside agencies will be sought in order to gain a better understanding of a child's needs and how best to support these needs. An Education Health Care Plan (EHCP) may be put in place at this point or previously. This is a structured framework.

Children in Care have extensive Social Services support. Each Child in Care has termly PEP meeting and Care Review. Many Children in Care at St. Helen's also have significant SEN needs and EHCP plans. Therefore agencies work closely together to ensure high quality provision for the child.

At St. Helen's we have many PLAC pupils (previously Looked After Children)

Bereavement Counselling is offered to some pupils in school and referrals are made to FIG (Families in Grief).

Early Help services are accessed as appropriate through the Rights 4 Children system or by using referrals to agencies directly.

Some of the advisory services used are:

- Adoption Support Agencies
- Early Years (Portage Team)
- School Nurse
- ED Psych teams
- Speech and Language Therapists
- Occupational Therapy Teams
- Hearing Impaired Team
- Visually Impaired Team
- Physically Impaired Team
- Behaviour Support Team
- Social workers
- Virtual school – for Children in Care

Expertise and training of staff

Our SENDCo has 20 years' experience in this role and has worked as SENDCo in three North Devon schools and one in Tiverton. The SENDCo is allocated 7.4 hours a week to manage SEN provision.

In the last academic year, staff have been trained in PIPS, Safeguarding, Bereavement, Hearing Impaired support. We use specialist staff for Counting to Calculating, Language Link, Speech Link, Hearing Impaired support.

Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Services for Families	
Service	Contact details
SEN 0-25 team Exeter	01392 380434 (see list of all SEN team on attached list)
Healthcare services Various teams for specific needs	http://devon.integratedchildrensservices.co.uk/directory/ https://www.northdevonhealth.nhs.uk
Website explaining Family services	https://new.devon.gov.uk/educationandfamilies/family-support
Medical issues	Parents should always seek advice from their own GP as referrals may be quicker through GP
TAC/ TAF	Schools may organise a Team around the Child (TAC) meeting to discuss concerns from parents and teachers. Schools may discuss whole family issues at a TAF –Team around the Family meeting An action plan will be discussed and reviewed regularly. Referrals to other services will then be made as appropriate.
Specialist school nurses	One Capital Court, Unit 1, Bittern Road, Sowton Industrial Estate, Exeter EX2 7FW t: 0300 024 5321
Autism Spectrum Assessment Team	Integrated Children’s Services Single Point of Access Team Virgin Care Limited 1a Capital Court Bittern Road Sowton Industrial Estate Exeter EX2 7FW e: vcl.devonspa@nhs.net t: 0330 0245 321
CAMHS Child Adolescent Mental Health Team	<u>North Devon - Springfield Court</u> Roundswell Business Park Fishleigh Road Barnstaple EX31 3UD t: 0330 024 5321 <u>East Devon - Evergreen House</u> Victoria Park Road Exeter EX2 4NU t: 0330 0245 321
Children in Care	Virtual School monitor education

Foster care	Virtual School Administrator, Kate Clarke on 01392 384786
Community Children's Nursing Service supports children with a wide range of complex health conditions who require expert and specific nursing advice and support.	Springfield Court Capital Court
Occupational Therapy	Make referral to Integrated Children's Services Single Point of Access Team Virgin Care Limited 1a Capital Court Bittern Road Sowton Industrial Estate Exeter EX2 7FW e: vcl.devonspa@nhs.net t: 0330 024 5321
Speech and Language team	Refer to Integrated services above
Help to find Childcare	01392 383000 and ask for Pinpoint or emailing pinpoint@devon.gov.uk .
Domestic Violence Support	Domestic abuse Hotline- 0345-155-1074 Rape crisis helpline- 0808 802 9999
DIAS Devin Information Advice Service For parents	Phone: 01392 383080
Signpost information about local and national services for children with special needs	0345 1551 013 or email discplus@virginicare.co.uk
Virgin care services	Leaflet highlighting services Attached below
Devon Parent Carers Voice A charity run by parents carers, for parent carers of children or young people aged 0-25 with additional needs	07975 506069 or 07794 233249 email: mail@dpcv.org.uk www.dpcv.org.uk
DISC plus Information Co-ordinators can help with finding grant sources, specialist activities, equipment and any other general enquiries relating to children with additional needs.	amanda.smithson@devon.gov.uk
Quids for Kids (Q4K) – This service is funded by Devon County Council and delivered by the Citizens Advice Bureau.	0300 5000 404
Pinpoint website Lists support available for families	https://services.pinpointdevon.co.uk

Coeliac support	Phone 01271 322306 for the dietitian's secretary from 8.30am-4.00pm Monday- Friday.
<u>Bladder and Bowel team</u> Constipation · Daytime wetting · Night-time wetting	Paediatric Team Integrated Bladder & Bowel Care Service Franklyn House Cowick Lane Exeter EX2 9HS Tel: 01392 208044 Email: ndht.bladderandbowel@nhs.net
Diabetes Team	ndht.cypdiabetes@nhs.net Parents who need clinical advice for their child with type 1 diabetes can phone Caroline Thorpe Ward; phone 01271 322704.
Paediatrics North Devon hospital support Lots of leaflets detailing support	https://www.northdevonhealth.nhs.uk/services/paediatrics/
Paediatrics The paediatric team at the Royal Devon and Exeter hospital offers excellent care for all children and young people across East Devon from 0-18 years of age.	www.rdehospital.nhs.uk Patient Advice and Liaison service (PALS) on 01392 402093,

Contact details for raising concerns

Headteacher: Claire Lewis
 SENDCo: Caren Dickinson
 Telephone: 01237 475276
 Email: sthelens.sch@alumnismat.org

The Local Authority Offer

A link to the local authority local offer can be found on the school website in the SEND section www.devon.gov.uk/send